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ABSTRACT

This document is the second of three reports designed to provide information concerning the student at Stony Brook. The report discusses the faculty at Stony Brook and their effect on student movement through their undergraduate years. Emphasis is placed on the teaching-research profession, faculty teaching roles, other faculty roles, faculty satisfactions, background characteristics and life styles, and women faculty at Stony Brook. Summary, recommendations and recapitulation are presented. Related documents are HE 004 268 and HE 004 270. (MJM)

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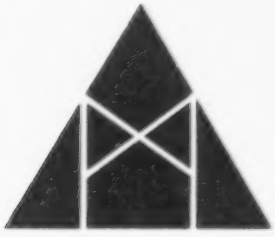

Group for Human Development and Educational Policy

# 1973 Report No. 2

## FACULTY AT STONY BROOK AND THEIR RELATIONS WITH STUDENTS

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HE 004 269

State University of New York at

# StonyBrook

# The Helping Function in Universities


## Abstract

James Bess, Joseph Katz, David Tilley

A faculty and staff research group (Research Group for Human Development and Educational Policy) was formed in 1971 to conduct studies of Stony Brook students, faculty, and services as a basis for planning improvements in the programs and overall quality of life at the university. The emphasis of the research in the first year was to identify the kinds of help students typically seek, the people and services to whom they turn for help and the effectiveness of the helpers. A parallel inquiry into faculty attitudes attempted to discover the amount and type of help-giving by different kinds of faculty whose role perceptions were differentiated by sets of perceived and preferred institutional goals and policies. A third concurrent study dealt with formal student service personnel staff, in an attempt to assess their attitudes toward helping, again in the light of perceived and preferred institutional goals and policies. Among many findings, were the high frequency with which students turn to peers for help (but finding it inadequate 33 percent of the time) and the relative infrequency of using faculty as a resource (but finding it adequate 43 percent of the time). Faculty were clearly divided into at least two groups, each with distinctive perceptions of their roles and degrees of willingness to help students deal with academic, occupational, and personal problems. Student personnel staff were found to be comprised of student-oriented and management-oriented individuals. Conclusions and recommendations for structural and attitudinal changes based on these findings are stated in the reports of the studies.

# FACULTY AT STONY BROOK AND THEIR RELATIONS WITH STUDENTS

Report No. 2

Group for Research on

Human Development and Educational Policy

State University of New York at Stony Brook

1973

The Group for Research on Human Development and Educational Policy was formed in 1971 to conduct studies of Stony Brook students, faculty, and services as a base for planning improvements in the programs and the overall quality of life at the University. In 1971-72 the Group conducted studies of the academic, psychological, and social characteristics of Stony Brook students, student services, the residential program, policies and practices of faculty and student affairs staff. These studies will be reported in three papers of which this is the second. During 1972-73 the Group is continuing its studies of student characteristics and the residential program. In addition, it is undertaking studies of human destructiveness, research on faculty experiences and satisfactions with new roles, inquiries into the special problems of commuters, transfer students, and minority students, and examinations of the special problems of graduate education and classroom communication.

The senior staff consists of: Joseph Katz, Director; James Bess, and David Tilley, with secretarial assistance provided by Gerri Byrnes and Joan Vogelle.

Graduate students who are currently associated with the Group are: Andrew Baum, Denise Cronin, Paul Hopstock, Richard LaFemina, Jack Pogany, Robert Sell and Ross Vasta. Richard Kinane, a recent graduate of Stony Brook, also is associated with the Group currently. During the summer of 1972 the following students were associated with the Group: Michael Graham, Paul Hopstock, Scott Klippel, Leonard Rubin and Raymond Westwater. Anthony Frosolone has served as computer programmer. Andris Grunde joined the Group in November 1972 as a staff associate. Many undergraduates assisted in the work of the Group, with special help having been given by Ann Crawford, Angela Fasano, Lynda Lieberman, Susan Morse and Emelia Richichi. Reports are prepared by the senior staff, circulated among the Group, but do not in every item reflect each member's individual point of view.

Permission to quote any and all parts of this report is given provided that the authors (James L. Bess, Joseph Katz, and David C. Tilley) and the Research Group for Human Development are identified.

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This is the second in a series of reports of research conducted by the Research Group for Human Development and Educational Policy.* These reports are intended to help the university community understand better the nature of the activities, values, and preferences of its various constituencies.

**The Teaching-Research Profession**

Much has happened to the role of the university teacher since the first institutions of higher learning were established in this country. Up until the middle of the last century, the professor typically tended to be a generalist who emphasized his "pastoral" role — the inculcation of values and the development of character. Usually, he was an alumnus of the college, often a clergyman, seldom very cosmopolitan in outlook and frequently without adequate salary. A number of factors in the later nineteenth century combined to change the missions of some of the colleges to include research and public service. With these shifts to "university" status came a gradual change in the kinds of demands placed on the faculty member. Professors moved from clergyman to layman, from despot to parent surrogate, from institutional member to departmental member, from teacher without community status to professor with professional aura, and from dilettante in many fields to scholar-specialist in one or two.

Today it would be difficult as well as inappropriate to try to characterize "the" faculty member. There is great variation in their interests, outlooks, motivations and basic values. Recently there have been still more changes in the roles they are expected to play in the modern university. Among different universities unique responsibilities are asked of faculty members, and the distinctive character of the institutions may attract certain types of faculty to them. In the discussion below we try to show how faculty here view Stony Brook, how they see their responsibilities as teachers and scholars, and how they organize their personal lives in and out of the University setting.

What follows is a summary of responses to a questionnaire which was mailed to a random sample of twenty-five percent of the male and all of the female faculty on the core campus in February of 1972. Approximately two-thirds of those contacted

* *The first was "Academic and Nonacademic Student Life at Stony Brook," 1973, Report No. 1.*

responded. We present below both data and some interpretations of their meaning and import for improving the quality of life at Stony Brook. A final section contains some recommendations.

**Faculty Teaching Roles**

How do Stony Brook faculty view their roles with respect to teaching? We asked faculty to tell us what percent of their time they now spend on teaching and what percent they prefer to spend. The response was that approximately one-third of the faculty member's working hours are spent in teaching, preparation for class, reading student papers and exams. An additional fifteen percent of faculty time is spent with students (both graduate and undergraduate) outside of class on class-related and other matters. Little difference is found between the percentage of time faculty prefer to spend in teaching and the time they actually now spend. (These data do not depart significantly from those found at other major institutions, such as Minnesota and UCLA.) In sum, in terms of self-reported effort expended in teaching and teaching-related activities, faculty at Stony Brook spend nearly half of their working hours per week, so their effort in this area represents a substantial commitment.

The next question is what does take place in or in preparation for the classroom. There are at least three distinct but related sets of teaching behaviors which characterize university faculty at most institutions. First, there is activity designed to help students understand subject matter; second, there is behavior intended to help students grow and develop individually; and third, there are preparatory and learning efforts by faculty intended to make both of the above more efficacious. The preponderence of time spent by Stony Brook faculty is in the first of these areas. Thus, faculty indicate that they spend much time organizing lectures, trying to increase the depth of understanding of students, helping students develop skills in analysis, acquainting students with a variety of views on the subject, and connecting those subjects to other academic areas. On the other hand, faculty exhibit relatively less concern with helping students who have particular problems in learning, on increasing students' tolerance of each other, helping students overcome shyness in class, and working with unmotivated students. In the third area — the pedagogy of teaching — we find that faculty seldom invite colleagues to class, share teaching techniques with colleagues, or engage in team teaching.

In many ways these findings are not unexpected and not at variance with those at other institutions with strong research missions. Recruitment of faculty who are heavily involved in research in their disciplines frequently results in many teachers who are preoccupied with the cognitive aspects of knowledge — often with small particular parts of their fields, though there are exceptions. While excitement and fresh insights generated in their research may be passed on to students, university faculty as a rule are less concerned with the effects of their teaching on students. They are frequently neither involved with nor interested in the personal development of students and are also less interested in the methods by which their own knowledge is passed on. Hence, though fully half of the average work week is spent in teaching, the typical faculty perception of the teaching role results in orientations and activities which are decidedly more of an information-transmitting nature.

Besides these in-class activities, there are several additional ones which define the faculty role in respect to students at Stony Brook. Of the six hours per week that the average faculty member at Stony Brook indicates he spends outside of class with undergraduates, most are taken up with giving students advice about academic programs, helping students consider matters related to their future careers, and discussing intellectual and academic matters. Relatively little time is spent in helping students resolve personal problems and in informal socializing with students.

In faculty eyes fewer than one-fifth of the undergraduates have a high degree of academic motivation and over forty percent of them seem poorly motivated. More than half of the faculty say they are at best only occasionally stimulated by undergraduates to put more effort into preparing for classes. In many ways this finding does not appear to be consonant with the data collected about Stony Brook's entering student academic qualifications. Freshmen entering Stony Brook are usually in the top ten percent of their high school classes and score well above national norms on standardized aptitude tests (e.g. S.A.T.). In addition, other data suggest that freshmen interests and dispositions are not significantly different from those students at other highly selective universities throughout the country. One might expect, then a relatively high level of academic motivation, if not intellectual predilections. If faculty are disenchanted with undergraduate motivation at Stony Brook, one must look for reasons in part to the effect that faculty themselves have on student motivation. Freshman commonly enter institutions of higher learning anxious and eager to learn and study. That so many appear to faculty to be unmotivated is due probably to a combination of conditions in the teaching learning environment. In many cases faculty teach unimaginatively (particularly in some of

the large freshmen lecture course), and students are unrealistic about the hard work needed for learning and have not as yet sufficiently internalized intellectual values.

Some understanding of faculty perceptions of undergraduates may be gleaned from their responses to questions about preferred institutional policies. For example, when asked about the kinds of admissions policies which Stony Brook might adopt, most faculty reported that the relatively highly selective admissions policy for freshmen presently in operation was satisfactory. They were not in favor of the open admissions policy for community college transfer students, preferring instead a level of selectivity similar to that for freshmen. Though as noted above, faculty influences on students no doubt in some measure affect the latter's motivation, it may also be that the criteria of "selectivity" used by the Admissions Office contributes to the problem. Much research in the field of higher education has pointed to the importance of peer influences on student motivation (and on other student characteristics). The homogeneity of Stony Brook freshmen admitted under the present policy may serve to discourage to some extent the development of intellectual curiosity and activity, regardless of the high levels of academic talent that the present "selectivity" of admissions attracts. It is often a source of pride that the high school grade point average for Stony Brook entrants is high. It could well be that some sacrifice in the grade point average level would result in greater heterogeneity in student body with a resulting increase in intellectual vitality for the campus as a whole. The present use of the "30%" category for applicants who do not meet the high school grade point average selectivity criterion attracts students who rate only slightly below it and are not as different in values and perspectives as they could be. Undergraduate motivation is a product of many factors, including faculty behavior, faculty attitudes and admissions policy. Changes in each could do much to improve student intellectual interests and activities.

Faculty were also asked for their preferences with respect to the goals of undergraduate education — to what extent should it be broad and liberal or narrow and specialized? On the whole, most faculty would prefer to see a balance between these two objectives. As to the relative emphasis placed on undergraduate versus graduate education, faculty again see a balance between the two as optimum. It is important to note that contained within the faculty conception of liberal education is their belief that students should be given considerably greater opportunities to further their psychological development. Contrasted with the above-noted faculty preference in their teaching for information transmission rather than student development, this may appear inconsistent. However, faculty suggest that the psychological development should take place in the context of out-of-class activities.

Their own responsibilities in these areas, they say, should be relatively small. To pick up the responsibility for student psychological growth, faculty would prefer to see a comprehensive set of student services established expressly to meet the personal needs of students. In short, it would appear that faculty are in favor of academic policies which encourage undergraduate growth through broad, liberal education. But opportunities for further "psychological" development should be provided by programs organized and staffed by qualified personnel in a special non-academic division. It should be noted that in order to provide such a staff, the existing Student Affairs organization would have to be considerably expanded, particularly with new staff adequately trained and motivated to undertake this effort.

**Other Faculty Roles**

Other faculty roles, such as graduate teaching, research and public service, are related to their interactions with undergraduate students. Faculty report that they spend about one quarter of their working hours in research and writing. Their preference is to have about one third of their time devoted to this activity. They perceive the pressure on faculty at Stony Brook to put effort into research only slightly above what they would consider optimum, and they see their colleagues as expending just about the right amount of effort in this direction. In other words, they perceive the informal pressures of colleagues at the institution as relatively benign with respect to research effort, but they personally would prefer to be doing more research.

Full professors differ from assistant and associate professors in this respect. The senior faculty feel less pressure, see less faculty effort in general going into research, but prefer to spend much more time in it than they now do. Assistant professors, by contrast, though they feel more pressure and see more research effort by their colleagues, are reasonably happy with their own present levels of research activity. The explanation of this difference may lie in the greater percentage of time now spent on research by the lower rank faculty than the upper two ranks. For senior faculty, would-be research time is taken up in university and department committee work and other professional commitments which they would prefer to see reduced.

With respect to faculty perceptions of their roles in graduate education we have few data. The average number of hours that a faculty member spends with graduate students is about the same as that for undergraduates, and the number of close relationships he has with graduates is slightly less than the number of undergraduates. But, the faculty find the quality of graduate students moderately

high, and not too different from what they expected before arrival. In contrast to what they say about undergraduates, nearly two thirds of the faculty report that they are frequently or always stimulated by graduate students to put more effort into classes.

**Faculty Satisfactions**

Faculty came here with high expectations about their freedom to teach as they please and the opportunity to pursue their own research. With some exceptions, they say their expectations were largely fulfilled. They also believed before their arrival that they would find a high quality of graduate student and that colleagues would be of similar high quality. Again, faculty appear now to be highly satisfied in these areas. Very minor evidences of dissatisfaction crop up when faculty are asked to compare their expectations with present conditions concerning teaching, salary levels, the attractiveness of the geographical surroundings, and the quality of the formal academic leadership. In each of these instances, faculty perceive now only a slightly lower level than what they anticipated.

In order of increasing severity, the data from our questionnaire indicate that faculty find serious gaps in cultural opportunities, the assertiveness of administrative leadership, the number of motivated undergraduates, and the sense of community. Finally, the greatest gap expressed by faculty is in the challenge of shaping a new university. Most faculty report coming to Stony Brook with a very high expectation that they would be able to participate in the building of this University. They report considerable disappointment in this area. We find that these three themes — leadership, community and challenge — recur often in our data. Faculty feel that many institutional problems can be traced to failures in adequately providing for these qualities at all levels and in every constituency.

There is considerable evidence that faculty at Stony Brook have largely cosmopolitan academic interests. They agree that it is important to them to be known and respected among specialists in their fields at other institutions though they also value the respect of their professional colleagues at Stony Brook (presumably those in their departments). When asked, however, whether they get most of their intellectual "stimulation" from faculty at this University, the average response was moderate disagreement. Since faculty at Stony Brook are more

cosmopolitan, one would expect a certain willingness to move to other institutions. But our findings that over half would leave Stony Brook if they were offered a position at an institution of similar quality was surprising, since it far exceeds normal mobility patterns at major universities. Among those who would leave, the major considerations for drawing them away were salary, administrative efficiency, and academic leadership. We know, however, that Stony Brook salaries even for assistant professors (who report they are most likely to leave) are not low, according to AAUP data, so the financial reason may be a superficial one only, becoming salient in the absence of other satisfactions.

Closer analysis of our data shows that faculty most likely to leave are younger and newer to the University. They came here with higher expectations of the quality of graduate students and departmental colleagues and are slightly more disappointed with both. They presently find less opportunity to do research and they perceive their colleagues as expending less effort in research. They, more than those more inclined to stay, feel that educational and administrative leadership is low, and they interact less frequently with members of the administration. Their understanding of institutional educational policy is less clear than others, and they are more unsure of the requirements of their teaching and research roles. Both confusion about roles and relatively infrequent interaction may be related to their greater tendency to feel the absence of a high sense of community and the challenge of shaping a new university. These faculty are also more pessimistic than faculty likely not to leave about the prospects for both the university and their department, feeling that national ranks for each will be lower five years from now.

The faculty as a whole at Stony Brook place the university somewhere between the 20th and 30th percentile in national ranking and do not see any prospect for higher rank in the next five years. They see their own departments in about the 10th to 15th percentile rankings, but again see little likelihood for improvement in the next five years. While it is difficult to tell whether faculty are satisfied with these rankings, one might infer from the differences between university and departmental rankings that some sense of departmental superiority may exist at the university. The relative absence of institution-wide community and of mechanisms of communications, and the concommitant insularity of each department contributes to a lack of identification and commitment to the university as a whole. Downgrading the quality of other departments and/or upgrading one's own may then be a means of group ego defense — more strongly, perhaps a grasping at whatever sources of group identity are available in an atmosphere sometimes characterized as anomic.

An interesting contrast to those who would leave are those who prefer to remain. In general, members of this group are older, higher-ranked and have been at Stony Brook a longer time. They tend to perceive undergraduates as having a higher degree of motivation, and they work more often with them on joint projects. They have a higher regard for almost all of their colleagues, seeing them putting more effort into research and perceiving a generally higher level of administrative and educational leadership. They appear to be generally more active in their relations with others on campus, interacting more, for example, with deans or other higher administrative staff. Their interaction rates and their higher opinions of their co-workers are correlated with their perception of a generally higher sense of community. Finally, they, more than those who would leave, seem to feel the challenge of building a new university. One senses then that this group in many ways has achieved a relatively higher degree of satisfaction with Stony Brook.

Another revealing way of exploring faculty orientations is to look at smaller groups within the whole. On any campus, faculty can be divided in a number of ways: by ranks, by sex, by field, and by attitudes. If we look at differences by rank at Stony Brook, we find little of note. Not unexpectedly, more assistant professors have more close relationships with graduate students and would leave Stony Brook if offered a position at another institution of similar quality. More senior faculty spend time in committee work, and some of their attitudes in general reflect a slightly more traditional mode. For example, they feel out-of-class activities for students are less important, and they prefer more limited choices for undergraduates in the curriculum. Senior faculty are also least willing to undergo any training programs or seminars to improve their teaching or helping skills.

Dividing faculty at Stony Brook on the basis of their academic fields leads to other findings. Here our data seem to support research which has been done elsewhere on faculty and academic disciplines. We find, for example, that faculty in the arts and humanities perform a more active role in helping undergraduates. They also interact with them to a greater extent. Social scientists, on the other hand, consistently indicate a preference for spending time on professional rather than student matters, while faculty in the sciences seem committed to their research interests and to the institution as a whole. They also find more intellectual stimulation from their colleagues at Stony Brook, claim to find a higher percentage of undergraduates more motivated, and ascribe to their colleagues more effort devoted to undergraduate teaching (although they do not themselves indicate more time spent on teaching).

This picture of faculty would appear to reflect in fact not a homogeneity of attitudes, but three quite different sets of faculty with different self-concepts, role perceptions and attitudes. Doubtless these differences are in part due to their

differing training and disciplinary allegiances. But they may also be attributable to the differences in the kinds of students who are enrolled in the courses in each of the fields. Since Stony Brook has a reputation for emphasis on the sciences, it attracts students who have particular talents and interests in this area. Through the strenuous weeding out processes used in some of the sciences, only the more academically adept and motivated students remain in the science departments. Many students who came to Stony Brook with aspirations in the scientific domain are "forced" to turn to other areas. The finding, then, that science faculty report being more satisfied with their students is not surprising.

Since the questionnaire to faculty was designed primarily to determine the nature of faculty-student relationships, it was found useful to divide faculty on the basis of their responses to the question of whether they believed it was their personal responsibility to help students resolve personal problems. Slightly more than half of the faculty answered "yes" to this question. The "yes" and "no" groups turned out to be substantially different on many counts. For example, we found interesting differences in both in and out-of-class activities. In class, we found that faculty who felt more personally responsible for students indicated that they spend more time increasing students' tolerance of each other, increasing students' moral and social awareness, in connecting their subjects to current events, in working with students who have special learning difficulties, in debating with students in class, etc. We also found that they tended more often to ask for student criticism of their work, to speak or meet with student groups on campus and to be available informally outside of their offices. The significant differences between these two groups leads us to suspect that at least two quite different educational philosophies are guiding faculty at Stony Brook, no doubt causing confusion among students and latent conflict among faculty.

**Background Characteristics and Life Styles**

Additional insights on faculty-student relations at Stony Brook result from looking closely at the background characteristics of the faculty and at the more personal side of their lives while here. Our data seem to show that the educational attainments of parents of faculty are considerably less than their own but that spouses tend for the most part to have had not only a college degree but also some graduate or professional work. Typically faculty come from families of about three children and now have the same number of children in their own families (younger faculty somewhat less, understandably). The amount of working hours spent by full-time faculty at Stony Brook varies considerably. About one sixth of the faculty spend less than forty hours a week, a little less than half spend forty to fifty-nine hours a week, and more than a third spend sixty hours or more.

Most (79%) of Stony Brook faculty grew up in urban or suburban areas but the remaining percentage is sufficiently high to provide some diversifying influence. Fully half of the faculty indicate that they have no present religious affiliation, about a quarter are Jewish (though fewer full professors are Jewish) a sixth Protestant, and the remainder Catholics and others. Most faculty claim to be not active in their religion.

In their non-working hours faculty report seeing people socially at an average rate of about once or twice a week though our data do not describe the nature of these interactions. Their most frequent encounters (53% of the time) are with departmental colleagues. Others (undergraduates, graduates, other faculty, local community members, other friends) are seen on average every three weeks, though no doubt there are overlaps in these groups. Administrators at Stony Brook are seen least frequently of all on social occasions, generally about once a year.

When they are not working or socializing, faculty leisure activities tend to be rather passive (e.g., movies, reading novels, etc.), though playing musical instruments and engaging in sports are exceptions.

**Women Faculty at Stony Brook**

The roles of women in American society are coming under increasing scrutiny in recent times. In an attempt to understand how women faculty at Stony Brook view their responsibilities, all were sent questionnaires. Twenty-seven responded (out of thirty-eight). In sharp contrast to male faculty, only fifteen percent of the respondents were associate or full professors, though in age distribution, there were few differences between the sexes. Our findings confirm the research nationwide which shows lower ranks for women in higher education despite equal qualifications.

Women faculty differed from men in a number of practices and attitudes. In their teaching, women tend to be more willing to work with students in helping them grow and develop. They, more than men, spend time in increasing students' tolerance of each other, increasing students' moral or social awareness, working with students who have special learning difficulties, and reading student papers. They have more close relationships with undergraduate students, inviting them more frequently to their homes and asking them to help in the planning of their courses. Fifty-nine percent of the women compared to forty-seven percent of the men feel that it is their responsibility to help students resolve a personal problem.

Though women faculty prefer to spend about a third of their time in research (the same as men), they would like to see their class and teaching preparation time

reduced from fifty-one to forty-one percent. This reflects, no doubt, the heavier teaching loads assigned to lower-ranked faculty. Even at forty-one percent, preferences of women for teaching are considerably higher than for men (at 33%).

In terms of general level of satisfaction, women report disappointments with Stony Brook in many of the same areas as men, but in some different ones. As with men, women find the greatest discrepancies between their expectations of the campus before arrival and their perceptions of the present in the areas of administrative leadership, the challenge of shaping a new university and the level of motivation of undergraduates. They also report as particularly low the absence of sense of community, attractive geographical surroundings and cultural opportunities.

Women faculty at Stony Brook tend to have less interaction at work. In their social lives, they tend to be as active as men, except in their contacts with administrators and members of the local community. Like the men, their most frequent contacts are with departmental colleagues.

**Summary and Recommendations**

Faculty members everywhere like to think that one of the reasons they entered the academic profession was that it would afford them an opportunity to pursue their interests in a free and open atmosphere. They hoped the conditions of their work environment would allow them to find satisfactions in the three traditional roles that faculty typically perform — namely teaching, research, and public service. Not all faculty are interested in pursuing all three of these areas with equal vigor. While the tradition of academic freedom at most colleges and universities in America permits faculty a wide latitude of role selection or concentration, in every institution there are local conditions, particularly institutional values and norms, which constitute a press on the faculty member to give special emphasis to subdimensions of one of the above roles. Conditions within an institution, that is, tend to describe more specifically the ways in which the faculty member can interpret the roles he has accepted as part of his professional responsibility. Usually the faculty member has some say in determining the institutional environment and the institutional policy.

At most established universities with fairly well-known reputations and images, institutional values and norms are widely shared among the faculty. Over a period of time faculty weed out those members whose values are at great variance with the majority and recruit new members who will for the most part conform to the general standards. At a new and rapidly growing institution, however, with a less established set of values this process is attenuated. Not only are institutional policies

not well-known, but the informal set of values and norms which in part derive from them are imprecise and nebulous. Most faculty in this situation tend to be somewhat unclear about the roles they are expected to play and therefore exhibit some greater autonomy in pursuing their own interests than might be the case in a more structured older institution.

Frequently in new institutions, formal and informal mechanisms of communication tend to be slow in forming. The evolution of institutional policies which are based on shared values is thus inhibited. The desire to facilitate the generation and exchange of information was a major motive for the research described in this report. By making known information about faculty activities and perceptions of and preferences for a variety of institutional policies, we hoped that faculty, as well as other constituencies of the University, might come to identify more closely with it and to feel more a part of an intellectual and social community.

What picture of faculty at Stony Brook emerges from our data? The answer is that no one portrait can characterize all the faculty, nor indeed even large parts of it. It has been shown that there are substantial differences among fields. Differences in attitudes appear for different ranks, and varying conceptions of responsibility for helping students with problems hold for faculty of differing persuasions.

Yet there are common elements. Most faculty devote large portions of their usually long work weeks to teaching and related activities. They view such activity as entirely appropriate and have no wish to change the proportions of their efforts going into the teaching function. As cosmopolitan faculty, with great research and professional interests, most are enamored with the cognitive aspects of their disciplines. That this orientation carries over to their teaching is not surprising. Unfortunately this approach works best in graduate education and perhaps in institutions with an exceptionally large number of mature, academically oriented undergraduates. As was pointed out in the first report of this Research Group, such is not the case at Stony Brook. For a variety of reasons, undergraduates at this institution are not predisposed to respond well to the type of teaching which faculty here are prepared to provide. Faculty reports of low undergraduate motivation reveal their disappointment at not getting the responses they would like, had hoped for, and had anticipated before arrival.

The disenchantment with undergraduate students is matched by a disillusionment with the general atmosphere of the campus. As a new and growing institution, Stony Brook has little of the sense of community one might find at some more established universities. The resulting insularity of the department and indeed of individual faculty members renders almost everyone reluctant to reach out for help. Traditional academic norms against cooperation exacerbate the conditions.

Hence, we find little effort made to ask for or give help in improving teaching techniques or in making relationships with students more fruitful. In such a situation, most people usually look to formal leaders for assistance, for guidance, for inspiration. Faculty here express disappointment, however, in the quality of leadership at Stony Brook. But one is also struck by the lack of faculty initiative in mitigating some of their own dissatisfactions. In most older universities, faculty oligarchies, and other groups exercise powerful leadership in forwarding faculty interests. At Stony Brook one is hard pressed to find sustained, concerted efforts by faculty on their own behalf. In the absence of local, strong, university-wide formal and informal norms and constraints to the contrary, faculty tend to follow individualistic, professional — cosmopolitan, or departmental leads.

If faculty have not thus far been led to redirect their teaching energies in new and imaginative ways to meet the existing student body needs, nor assumed this initiative themselves, how then can the situation be improved? Fortunately, most faculty at Stony Brook espouse the principles of broad, liberal education for undergraduates and favor policies and practices which encourage their psychological growth and development. Many faculty (43%) have even indicated a willingness to engage in training programs to improve their helping relationships with students; particularly in academic areas and personal counseling. Together these attitudes point toward a two-pronged approach: first programs must be developed so that existing faculty who are ready and willing to improve can learn to do so; second, an additional staff must be organized and trained to provide those resources that faculty can not or do not wish to offer.

A number of specific recommendations can be made which we believe will improve the teaching-learning atmosphere and activities while the above two programs are being organized. First, faculty must be made aware of the effects of their present teaching and of their relationships with undergraduates. Most faculty conceive of themselves as humanitarians and as educators who care about their teaching. Faced with the realization that many students are suffering badly under their tutelage and that the students are not intrinsically unmotivated, we predict that faculty will make changes in their present practices. But such new awareness in faculty must be used by an interested, enlightened and active institutional leadership. Faculty expect and desire leadership, provided it is not in violation of their academic prerogatives. A stronger institutional leadership (both administrative and academic) will help establish necessary community norms and standards to act as informal guidelines for teaching policy. These can also be the basis for recruiting and hiring new faculty who are aware of and responsive to the problems and challenges of the present student body and are cognizant of the importance of teaching in the overall goal structure of this institution.

Clearly, an organization works best when each of its members is doing what he does best and enjoys most. Faculty must be permitted a reasonable choice of work styles. Since at Stony Brook there are a variety of faculty preferences for different kinds of activities, we should make use of them. Thus, since there are faculty who do feel it is their personal responsibility to help students resolve personal problems (and who have or can gain the required competences), imaginative ways of utilizing this commitment must be devised in service of the student growth and development which most faculty endorse. Such activity must receive not only the equal of the formal rewards of salary and advancement which are given for research productivity, but the status and recognition in the community which provides some of the institutional support to match that of national prestige and recognition.

We know also that faculty at different stages of their lives and careers are more interested and receptive to alternatives to their usual work activities. More opportunities should be made available, for example, for faculty in their mid or late careers to take on totally different kinds of teaching-learning responsibilities. People who have been reasonably successful in the early stages of their lives begin in their middle years to look for ways of growing individually. They search for opportunities to make contributions that give meaning to their lives. Enjoyment of the competitiveness of the young faculty members' life in many cases yields to an enjoyment of the sense of security and well-being which derives from activities found to be useful to others in society, particularly those of younger generations. Given these predispositions, it is not difficult to imagine creative modes in which faculty could shift to different occupations in the university with little loss in status and prestige, and great gains for themselves and others.

Great potential exists even within the present financial constraints at Stony Brook for accommodating different styles of teaching and learning. Too little use is made of the opportunities afforded by the presently mandated 14:1 student-faculty teaching ratio for example. New techniques in teaching and learning permit the achievement of cognitive objectives through more technical means (e.g., video taping), freeing faculty for more frequent and productive contacts with students on a more personal level to meet other needs for individual development. Too little use also is made of the wide variety of "extramural" teaching resources in the community. The integration into campus life of doctors, businessmen and the elderly, for example, would do much not only to meet individual student needs but to give greater vitality to the university community. For relatively little cost, these people can also relieve faculty whose interests lie more in non-student affairs.

The present organization of the teaching function at Stony Brook matches the rather narrow conception of teaching held by faculty. Conceived by the faculty as

merely the transmission of information, the teaching function is currently served by a departmental structure which is organized along discipline lines. If, on the other hand, teaching is thought to include a caring for the total cognitive and affective growth and development of students, then a new organizational structure is called for. Clearly, the acquisition of information in course work should be integrated by students into their personality growth. The organization of faculty activities should be redesigned to permit students and teachers with common interests to explore them together in settings which take cognizance of the stages of student growth as well as the particular subject matter competences of faculty. We would hope that the Curriculum Committee, among others, would take upon itself the task of examining and publicizing the philosophic and psychological bases of the design of the present curriculum. Once this is done, new organizational forms can follow to meet new curricular objectives.

In addition to these more general notions about possible changes in organization, a number of more specific changes in programs and structures can be suggested. The overall aim of these is to improve communications about the teaching process. For example, a newsletter reporting new approaches and new successes in reaching students might be established. Such successes should be more positively reinforced with significant monetary awards. The special collection of books on college and university teaching (presently assembled on several shelves of the Reserve Book Reading Room) should be expanded and its availability made more widely known. Faculty should be encouraged to visit one another's classes, at first out of self-interest (to find ways to make their teaching less strenuous). Later external encouragement will not be as necessary because the benefits of good teaching will themselves become rewarding; successful teaching is satisfying in and of itself. The practice of "evaluating" teaching at Stony Brook has been erratic and ill-conceived. We recommend that the procedure be recast in the form of a helping rather than a punitive service. We would hope that evaluation instruments will be substantially improved so that faculty can use them frequently and at will to receive immediate feedback on the effects of their teaching. A more informative guide to student choices of courses and instructors is also needed in order better to match student interests and instructor offerings. But again, this guide need not be punitive, comparative or derogatory.

Finally, we would argue that serious efforts be undertaken to look into the admissions policy governing the mix of students and recruitment of faculty at Stony Brook. We need either new kinds of faculty more suitable to some segments of the students we have, or a differently constituted student body or both. Recognition of the natures of our faculty — their talents and predilections and their own preferences for students should be taken into account in the admissions process. The Admissions Office should make more known to secondary schools and the

community colleges the qualitative programmatic features of the university and the interests and teaching styles of Stony Brook faculty. This would do much toward attracting students who can best take advantage of them, even within a context of open admissions. The corollary is also true. In recruiting new faculty, the kinds of students likely to be found at Stony Brook must be honestly and openly described to attract those challenged by such students. This will also avoid the disillusionment and withdrawal which characterizes many of the present faculty upon discovering students unresponsive to their teaching styles and preferences.

**Recapitulation**

This report of a survey of faculty attitudes and practices at Stony Brook is the second in a series of three designed to provide information about the ways faculty and professional staff affect student movement through their undergraduate years. The first report described the academic and nonacademic life of the undergraduate student population. The third will be concerned with the student personnel staff.

In our analysis of faculty at this university, we came to recognize that a number of life styles and preferences as well as work patterns were present. We found that these are imbedded in a prevailing atmosphere of disenchantment with the university and distrust of one another. Our view is that the university has great potential for becoming an excellent teaching and learning institution. Faculty are talented, students are capable, and resources are many. What remains to be accomplished is a careful matching of interests and attitudes in a context of clearly defined goals and in an atmosphere marked by good will, tolerance, and altruism. What is needed at Stony Brook is more assertiveness by the formal and informal leadership and by members of the university community in working towards more mutual understanding and common goals. There are concerned faculty, staff, and students in all parts of the university who are ready and able to give informal leadership to the reformation of the teaching function. They need new and sustained administrative initiative and support for their efforts.

Building a human community out of an aggregate of individuals — students, faculty, and staff — is the immediate challenge facing Stony Brook. It is a challenge worth undertaking, a challenge which must be accepted if as a university Stony Brook is to meet its educational mission to society and if its members are to fulfill their individual needs.